

**Office of Institutional Research**  
**Purdue University Graduating Students Learning Outcomes Survey Results**  
**November 28, 2007**

**Background:**

A core component of Purdue's mission is to provide to its students the finest possible learning programs and to prepare them for their roles as both citizens and leaders of the global community. The Senior Survey, or Purdue University Graduating Students Learning Outcomes Survey, was created by a committee composed of associate deans and co-chaired by the Associate Provost for Academic Affairs and the Director of Strategic Planning and Assessment. The survey is to provide evidence of student learning, teaching effectiveness, and the comprehensiveness of the curricula with the plan of using the results to fulfill objectives within the university strategic plan, to evaluate the strategic plan goals in the colleges and schools, and to provide support for accreditation and other assessment activities. The survey is administered online. The pilot study of the Senior Survey was conducted in December 2005 through SSINFO and administered to associate and baccalaureate graduates. The first formal administration of the survey was online using HostedSurvey software in spring 2006, and it was administered again in spring 2007. The plan is for an annual administration. The response rate for the first formal administration in spring 2006 was 16% ( $n = 1,031$ ). Last spring, the survey was administered online to all associate and baccalaureate candidates for degree with a response rate of 31% ( $n = 1,461$ ).

**Instrument:**

The Purdue University Graduating Students Learning Outcomes Survey consists of 11 demographic questions including number of times a major was changed, college where started, and college of graduation. The survey consists of 57 Likert-type items assessing overall experience at Purdue, improved abilities, learning experiences (e.g., internships, research, service learning), overall educational experience, and diversity. Finally, three open-ended questions assess the most important things learned as an undergraduate student, how Purdue contributed to learning, and what Purdue could have done to improve undergraduate experience.

**Method and Results:**

*Procedure:* Data were collected for the 2007 Purdue University Graduating Students Learning Outcomes Survey online from February to April. E-mail invitations were sent under the Provost's signature to 4,751 associate, baccalaureate, and professional degree candidates. The overall response rate was 31% ( $n = 1,461$ ).

In an effort to increase response rate from the first administration, the survey was distributed before the midterm of the spring semester and administered to May graduates; three e-mail messages were sent to follow-up and prompt completion of the survey. Additional efforts to increase response rate included (a) distributing flyers advertising the survey to colleges/schools, residence halls, academic advisors, and with the graduation materials package distributed by the Registrar; (b) printing articles about the survey in

both *The Exponent* and *Inside Purdue*; and (c) posting a message about the survey on SSINFO.

*Participants:* A total of 1, 442 respondents reported their gender (54.9% male, 45.1% female). The majority of respondents self-reported as Caucasian (87.4%) and were between the ages of 22 and 25 (69.3%). The respondents are judged to be demographically representative of the 2007 graduating student population at the West Lafayette campus. Most respondents were not transfer students (85%) and reported beginning their undergraduate education in the Colleges of Engineering (25.9%) and Liberal Arts (14.5%), and graduating from the Colleges of Engineering (20.5%), Liberal Arts (17.6%), and Technology (17%). The majority of students never changed their majors (58.1%) or changed majors once (30.3%).

Percentage of respondents by self-reported race:

<b>African American</b>	<b>Asian American</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>Other</b>
2.3%	3.5%	87.4%	1.9%	4.9%

Respondents graduating count by school/college and overall college response rate:

<b>College/School</b>	<b>Graduation</b>		<b>College Response Rate</b>
	Number	Percentage	
Agriculture	145	10.1%	42.5%
Consumer & Family Sciences	100	6.9%	31.5%
Education	25	1.7%	21.2%
Engineering	295	20.5%	42.6%
Liberal Arts	254	17.6%	29.5%
Management	104	7.2%	27.3%
Pharmacy, Nursing, and Health Sciences	149	10.3%	42.8%
Science	115	8.0%	32.0%
Technology	245	17.0%	34.3%
Veterinary Medicine	10	0.7%	14.3%
<b>Total</b>	<b>1, 442</b>	<b>100%</b>	

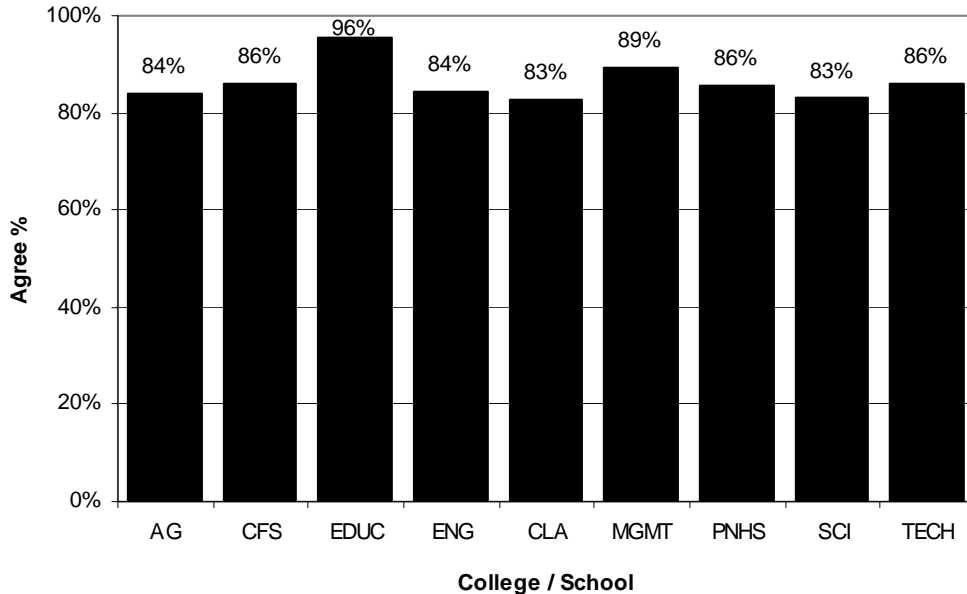
Notes: Does not include Undergraduate Studies Program because it is a non-degree program. The college response rate is the number of respondents that indicated the college they plan to graduate from divided by the number of candidates in that college at the end of the spring semester.

*Analysis:* The quantitative questions are analyzed using SAS, and the three open-ended questions will be qualitatively coded by categories and themes.

*Results:*

Percentage of students from each college who responded that they *agreed* or *strongly agreed* that they are satisfied with their educational experience in their majors of graduation:

### Satisfaction with Educational Experience in Major of Graduation



Percentage of students who responded that they *agreed* or *strongly agreed* that their Purdue University experience improved their abilities to:

Abilities	%	Number
Solve problems	92.3%	1,252
Evaluate ideas	91.5%	1,242
Analyze ideas	90.9%	1,233
Make informed decisions	90.9%	1,231
Think critically	90.7%	1,230
Succeed in future career plans in my chosen field	85.8%	1,162
Think independently	85.0%	1,152
Use computer technology	80.7%	1,094
Use technologies new to me	80.7%	1,093
Interact with diverse groups of people	79.7%	1,081
Speak effectively	78.1%	1,063
Understand values, ethics, and global issues in society	76.9%	1,039
Speak with clarity	76.6%	1,043
Listen attentively	75.4%	1,026
Shape personal values	74.6%	1,012
Write effectively	73.9%	1,006
Write with clarity	71.2%	971
Read with comprehension	70.7%	959
Listen without bias	68.9%	935

Students' participation in learning activities:

<b>Activities</b>	<b>Participation</b>	<b>Impact on Academic Success</b>
Leadership activities	74.4%	60.5%
Team-based learning	73.8%	48.9%
Extracurricular service activities	71.0%	40.6%
Internships	59.3%	54.4%
Activities that increased your level of multiculturalism / diversity	47.1%	17.3%
Research	44.7%	31.7%
Service Learning in a course	24.9%	11.3%
Learning Communities	22.7%	9.2%
Interdisciplinary projects	18.6%	9.5%
Study/work abroad	18.3%	16.8%

Percentage of students from 2007 compared with 2006 who responded that they *agreed* or *strongly agreed* with the following opinion statements about their overall educational experience at Purdue:

	<b>2007</b>	<b>2006</b>	<b>Difference</b>
I was treated with dignity and respect by faculty and staff in my major.	90.1%	87.3%	2.8
I was treated with dignity at Purdue.	90.0%	88.9%	1.1
I am satisfied with my OVERALL experience at Purdue.	89.6%	87.9%	1.7
Overall, I am satisfied with my educational experience at Purdue.	89.2%	87.3%	1.9
I was treated fairly at Purdue.*	88.9%	89.0%	-0.1
I was treated equally at Purdue.*	88.3%	89.4%	-1.1
My education at Purdue prepared me for my future career.	86.7%	81.4%	5.3
My education at Purdue has provided me with ample opportunity for team-based learning.	85.9%	79.6%	6.3
Purdue welcomes people with diverse characteristics and backgrounds. *	84.9%	85.2%	-0.3
My education at Purdue has provided me with ample opportunity for interactive learning.	82.6%	78.5%	4.1
I have had ample opportunity to interact with faculty.	82.2%	77.9%	4.3
Overall, I believe that I have been graded fairly in my classes.	82.2%	79.9%	2.3
Overall, teachers in my major are effective in their teaching.	81.2%	80.8%	0.4
The academic environment at Purdue promotes academic honesty.	80.1%	78.7%	1.4
The academic environment at Purdue encourages free and open exchange of ideas.	79.8%	75.5%	4.3

	<b>2007</b>	<b>2006</b>	<b>Difference</b>
Purdue provides access to innovative learning experiences.	79.3%	76.4%	2.9
Contact with people with diverse characteristics and backgrounds is an important part of a college education.*	78.9%	80.8%	-1.9
Purdue provides access to innovative learning facilities.	78.0%	76.4%	1.6
Purdue is serious about promoting diversity.	76.8%	76.7%	0.1
Purdue provides students with a rich mix of cultural and intellectual activities.*	75.2%	75.3%	-0.1
My education at Purdue has provided me with ample opportunity for experiential learning.	74.2%	66.5%	7.7
The academic advising system in my major met my needs.	72.2%	69.7%	2.5
Overall, teachers at Purdue are effective in their teaching.	71.4%	69.7%	1.7
My education at Purdue has provided me with ample opportunity for interdisciplinary learning.	71.0%	66.4%	4.6

Note: Those items marked with an asterisk indicate a decrease in positive opinion from 2006.

### **Summary and Recommendations:**

In general, Purdue University graduating students report being very satisfied with their educational experiences in their majors of graduation and similarly satisfied with their overall educational experience at Purdue. Five items had slight decreases in the positive opinions about overall educational experience from 2006, with three items specifically related to diversity.

Most respondents participated in leadership activities, team-based learning, and extracurricular service activities (74.4%, 73.8%, 71.0% respectively) and rated leadership activities, internships, and team-based learning as having the greatest impact on their academic success (60.5%, 54.4%, 48.9% respectively).

Over 90% of students responded that they agree or strongly agree that their experience at Purdue University improved their abilities to solve problems (92.3%), evaluate ideas (91.5%), make informed decisions (90.9%), analyze ideas (90.9%), and think critically (90.7%).

Reports of the survey results at the college/school level were provided to each college/school. It is recommended Purdue University faculty and administrators continue to strive for excellence in teaching and providing learning programs, and preparing students for their roles as both citizens and leaders of the global community. Special focus should be paid to diversity issues as Purdue moves into the future.